| Year Group EYFS NURSERY | **Medium Term Overview** | Term and Year: Summer 2026 |
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| **CURRICULUM DRIVER FOCUS: Local community & environment**<br>**THEME: Look How I Have Grown** | | |
| **PRIME AREAS** | | **Suggested book list** |
| **COMMUNICATION AND LANGUAGE (CL)** | Enjoy listening to longer stories and remember much of what happens.<br>Learn new vocabulary and use it in speech.<br>Talk for writing - children to recall and recite familiar stories using makaton signing and story maps.<br>Pay attention to more than one thing at a time, which can be tricky.<br>Asking questions about what they see and notice using; what, how, when, who, where?<br>Exploring new vocabulary - using it in our everyday language.<br>Understanding the importance of listening carefully and why listening is important.<br>Understand why? questions. Why do you think the butterfly struggled to find the baby monkey's mummy? (Monkey puzzle).<br>Recall and join in with a repertoire of familiar nursery rhymes and songs.<br>Form sentences that are more than 6 words in length. | **Jack and the Beanstalk**<br><br>**The Giant Turnip**<br><br>**The Invisible String**<br><br>**How to Grow a Unicorn**<br><br>**The Kitchen Disco** |
| **PERSONAL,SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)** | **Following the school PSHCE plan**<br>**Protective behaviours- Keeping safe, Being a caring citizen and Health and Relationships**<br><br>Collaborative play - extending and elaborating on their play together.<br>Remembering Nursery rules without adults having to prompt them.<br>Talk about their own feelings: happy, sad, angry, calm, worried.<br>Understand and acknowledge how others might be feeling.<br>Using words to resolve conflict, talking to their friends when wanting to have a turn.<br>Developing their sense of responsibility and membership of the community.<br>Finding solutions to conflicts, for example accepting that not everyone can be the King and Queen in the game and suggesting other ideas or alternative games.<br>Accepting that sharing involves turn taking and waiting. | **Alan's Big Scary Teeth**<br><br>**The Selfish Crocodile**<br><br>**Bog Baby**<br><br>**Please Mr Panda**<br><br>**My Path** |

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| | Exploring teeth and positive oral hygiene, making and understanding healthy food and drink choices. | |
| **PHYSICAL DEVELOPMENT (PD)** | Exploring balance - stand on one leg, hold a pose, walk using alternate feet along stepping stones or a plank.<br>Continue to develop pencil grip and scissor skills.<br>Refining the skills of putting on their own coat and zip, put on their own shoes and socks.<br>Move confidently in a variety of ways; hop, skip, jump, run, walk and dance.<br>Climb on and off apparatus independently; recognise how to move safely off equipment.<br>Collaboratively manage large items e.g. carrying a large community block together from one place to another.<br>Take part in group activities which they make up themselves, or in team games.<br>Copy and learn a simple dance routine with some understanding of rhythm and beat. | |
| SPECIFIC AREAS | | |
| **LITERACY (L)** | Continue to explore the 5 concepts of print, e.g. that print has meaning, can have different purposes, that we read left to right, how to use books appropriately - front cover, back cover and that pages follow on from each other.<br>Phase 1 phonics, exploring oral segmenting and blending and identifying initial sounds at the start of words.<br>Creating rhyming strings with words that rhyme with their name…**Sammy,** jammy, whammy, mammy.<br>Write and recognise their name with distinguishable letters.<br>Write birthday cards, shopping lists and simple stories.<br>Labelling their drawings with initial sounds. | **Goldilocks and The 3 Bears**<br><br>**The Giant Turnip**<br><br>**Vegetable Glue**<br><br>**Handa's Surprise**<br><br>**The Runaway Pea** |
| MATHEMATICS (M) | Comparing quantities - more than, fewer than.<br>Readily recites numbers to 1 to 5 with accurate 1:1 correspondence.<br>Solving real life number problems with numbers up to 5, e.g. there are two children but only one apple, what can we do?<br>Continue using numbers in their play, e.g. here are two bananas and one apple for your basket.<br>Can you show ten fingers up? | **10 little pirates**<br><br>**10 little princesses**<br><br>**My Granny Went to Market** |

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| | Cardinal principle, counting a set of bricks and knowing that the last number is the number of bricks in the set.<br>Exploring numerals and counting in their writing, for example putting 6 red dots on the apple tree.<br>Comparing quantities, e.g. you have fewer bricks than me, you have more pencils than me.<br>Talk about and explore 2D and 3D shapes, describing them in some mathematical language, such as flat, corner and round.<br>Choosing shapes appropriately, for example using a prism for the roof of a house. | **Handa's Surprise** |
| **UNDERSTANDING OF THE WORLD (UW)** | Explore life cycles; plants and animals.<br>Planting seeds and caring for growing plants.<br>Developing awareness of changes around them and talking about what they see, for example the changes that occur in Spring and Summer.<br>Explore how things work; talking about different forces they can feel. | **Jasper's Beanstalk**<br>**The Hungry Caterpillar**<br>**Oliver's Vegetables**<br>**My Nana's Garden** |
| **EXPRESSIVE ARTS AND DESIGN (EAD)** | Make imaginative and complex 'small worlds'.<br>Develop their own ideas and then decide which materials to use to express them.<br>Create and describe their own creatures/animals.<br>Listen with increased attention. Responding to what they have heard, expressing their own thoughts and feelings. E.g. listening to different genres of music and thinking about how it makes them feel and how they want to move.<br>Explore colour mixing - developing and noticing varying shades of colour, e.g. light blue, navy blue, indigo.<br>Draw with increasing detail, for example a flower, with leaves, a stem and petals.<br>Remember and sing entire songs as well as sing the pitch of a tone sung by another person - 'pitch match'. | **Eric Carle -The Hungry Caterpillar.**<br><br>**Non-fiction art concept and artist's texts. Kandinsky, Mondrian & Frida Kahlo**<br><br>**Blue Chameleon.** |